 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

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| **Teacher’s Name:** Caroline Murphy  **Lesson #:** 1  **Facet:** 3 **Grade Level:** 11 **Numbers of Days:** 2 **Topic:** Autobiographical elements of *Tender is the Night*.  **PART I:**  **Objectives** **Student will understand that**autobiographical elements of a novel have strong implications for its plot and characters.   **Student will know**basic details about F. Scott Fitzgerald’s life, his marriage to Zelda Sayre, his circle of expatriate artist and writer friends and the “Lost Generation”, and the French Riviera.  **Student will be able to do**reflecive work on Fitzgerald's autobiographical connection to his text and examine their own lives in return.   **Product:**blog   **Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment** **Common Core State Standards** **Content Area:** English **Grade Level:** Grade 11-12 **Domain:** Reading - Literature **Cluster:** Key Ideas and Details, Craft and Structure **Standard:** *Analyze how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.*  **Rationale:**Through a series of reflections on the reading of *Tender is the Night,* students will grow to better understand the writing process and see how an author's decisions for their novel affect the plot and meaning of the text.  **Assessments**  **Pre-Assessment: (Lesson 1 only)** Class brainstorming activity on prior knowledge of 1920’s American culture  **Formative (Assessment for Learning)** **Section I – checking for understanding during instruction:**Philosophical Chairs will allow students to re-develop their opinions on Fitzgerald's life and the life of his characters by letting them change their positions on a specific issue.   **Section II – timely feedback for products (self, peer, teacher):**Students will self-assess their blog throughout the entire unit by paying attention to the growth of their writing style and using an ongoing checklist. Students will 'follow' each other's blogs and provide constructive peer feedback on ideas and writing style. The teacher will evaluate the blogs with a different checklist that is more analytical than the self-evaluation.  **Summative (Assessment of Learning):**  **Integration** **Technology:**Students will use blogs to keep track of their responses to the reading throughout the unit, and they will be required to also use a video, audio link, or piece of visual art periodically throughout the unit, in addition to read and comment on each other’s blog entries.  **Content Areas:** History: students will need to apply knowledge of American history to adequately understand the cultural influences that affect *Tender is the Night.*    **Groupings** **Section I - Graphic Organizer & Cooperative Learning used during instruction** The Venn diagram will help students compare and contrast F. Scott Fitzgerald's life with that of his characters. The Three-Step Interview will allow students to get more in-depth with the details of both elements.  **Section II – Groups and Roles for Product** Students will complete their blogs individually, but they will read each other's blog entries and comment on three of their classmates’ postings per week, all by a different student. They will also be assigned one student’s entire blog to evaluate at the conclusion of the unit.  **Differentiated Instruction**  **MI Strategies** **Verbal:** Students have a chance to write down their responses to questions about Fitzgerald's life before sharing them with the group. **Logic:** Students are given logical questions to answer about Fitzgerald's life and will use reasoning to explain their choices. **Visual:** Students fill out a Venn Diagram before and during the class discussion that compares Fitzgerald's life to that of his characters. **Kinesthetic:** Students move around the classroom according to their view on Fitzgerald's writing choices. **Musical:** Music will signal students when it is time to consider changing their opinion on the topic of Fitzgerald's writing choices. **Interpersonal:** Students will participate in a class-wide discussion about the similarities and differences between Fitzgerald's life and that of his characters. **Intrapersonal:** Students will have time to reflect on their own about the topic of Fitzgerald's writing choices. **Naturalist:** The class discussion about Fitzgerald's life can held outside weather permitting.   **Modifications/Accommodations** ***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)****I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  **Plan for accommodating absent students:** Prompts for blog postings will be posted on the class wiki ahead of time, and deadlines for postings and comments will be adjusted at the teacher's discretion for absenses. The class discussion and Venn diagram activity cannot be made up, so absent students should borrow class notes from another student.    **Extensions**  **Type II technology:**Students will be required to upload a video, audio file, or piece of visual art to their blog during the unit, and will also “follow” each other’s blogs.  **Gifted Students:**Students will have different prompts at different levels of difficulty to choose from for each blog entry, allowing gifted students to answer the more difficult questions.    **Materials, Resources and Technology** Laptop Projector  Venn diagram handouts   **Source for Lesson Plan and Research** www.tumblr.com/register, to allow students to set up a blog account   **PART II:**  **Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)**  **Day 1**  *Pre-Assessment (20 minutes)* – the teacher leads the class in a brainstorming session about their prior knowledge of America in the 1920’s, writing the information the students already know on the board.  *Hook activity (20 minutes)* – students are broken up into their High 5 groups (groups of five students who consistently work on group projects together) and come up with a 30 second version of their life story to share with each other.  *Blog set-up (20 minutes)* – students are given step-by-step instructions on how to set up a Tumblr blog account using their school email address. They get a list of blog entry prompts for the remainder of the unit and receive directions and requirements for the entries.  Homework (20 minutes) – the remainder of class time is for students to begin their first blog entry and work on the reading for the next night’s homework.  Homework: read 57 – 112 in the book  **Day 2**  *Blog sharing (20 minutes)* – students share highlights from the previous day’s blog entry with the class to make sure that everyone understands the format of the assignment.  *Class discussion (20 minutes)* – the teacher leads a discussion about F. Scott Fitzgerald’s life and the lives of his main characters, based on background information compiled by the teacher and a “spoiler-free” background of the characters in *Tender is the Night.* The teacher draws a Venn diagram on the whiteboard and fills in information in the appropriate circles throughout the discussion, with students doing the same on their own individual paper copies.  *Philosophical Chairs activity (20 minutes)* – students are given the question: is it vain for F. Scott Fitzgerald to make his novel so autobiographical? They then separate into two groups based on their answers to the question, and have the opportunity to change sides based on the discussion about the topic that follows.  1. Students will be arranged in table groups of five each. They will also be organized into different groups of five, called the High 5 groups, that often work together on projects. Students will understand that autobiographical elements of a novel have strong implications for its plot and characters.. This is done in order to understand how the author's personal choices affect the fictional elements of a novel. They will *analyze how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.* Students will break into small groups and each share a 30 second version of their life story and share them with each other. They are encouraged to talk about where they live, what their families are like, and how they would describe themselves. The objective is to introduce them to the concept of autobiography, and to show that everyone has a life worth writing about. **Where, What, Why, Hook, Tailors:** verbal, interpersonal, intrapersonal.  2. Students will know about Zelda Sayre, the "Lost Generation", and the French Riviera (see content notes). The Venn Diagram will help students compare and contrast F. Scott Fitzgerald's life with that of his characters, and show them the considerable overlap between the two. This will further students' understanding of the concept of autobiography and begin their study of how autobiographical elements affect the plot of a novel. The Philosophical Chairs activity will give students the chance to apply their knowledge from the Venn diagram discussion to have an opinion on Fitzgerald's use of autobiography that will influence the rest of their interpretations of the novel.  **Equip, Explore, Rethink, Tailors:** visual, spatial, kinesthetic.  3. The Three-Step Interview will allow students to get more in-depth with the details of Fitzgerald’s autobiographical connection to his text and do personal reflection on their own lives in return. Students will self-assess their blog throughout the entire unit by paying attention to the growth of their writing style and using an ongoing checklist. Students will 'follow' each other's blogs and provide constructive peer feedback on ideas and writing style, and they will self-assess by completing a checklist for the blog entries and by reflecting on the growth of their writing at the end of the unit.  **Explore, Experience, Rethink, Revise, Refine, Tailors:** interpersonal, intrapersonal, verbal, logical.  4. The teacher will evaluate the blog entries for grammar, creativity, and connections to the text. Grading the blog entries throughout the unit will allow the teacher to do formative assessment on their understanding of the text material, and the overall grading of the blog is a summative assessment to show students’ growth throughout the unit.  **Evaluate, Tailors:** intrapersonal, verbal, logic    **Content Notes** <http://www.lonelyplanet.com/maps/europe/france/>  <http://en.wikipedia.org/wiki/Lost_generation>  <http://www.fodors.com/world/europe/france/the-french-riviera/>  <http://www.pbs.org/wgbh/roadshow/fts/elpaso_201102A12.html>  **Zelda Sayre Fitzgerald** The wife of F. Scott Fitzgerald, she played a major role in his life and his writing, and is a noteworthy figure in her own right. Born in Montgomery, Alabama in 1900, she met her future husband when she was 17 and he was 21; Fitzgerald was stationed in Alabama with the military, and after he moved to New York he courted her through letters that were extremely lyrical and flattering. Zelda accepted Fitzgerald’s proposal once he sold his first book, *This Side of Paradise,* in 1919. As the Fitzgeralds settled into their marriage, Zelda found herself secluded by her husband, and he stifled the creativity she exhibited in her youth. When the couple moved to the French Riviera (one of the most important settings in *Tender is the Night*), Zelda met a pilot and asked for a divorce from Fitzgerald. Not only did he decline, but he locked his wife inside their home. The marriage continued to deteriorate from there; Fitzgerald was an alcoholic and sometimes violent, and Zelda’s fragile mental health started to decline. Through her 20s and 30s, Zelda checked in and out of three mental hospitals in Europe and the United States. She was diagnosed with schizophrenia, though this was likely incorrect. At one point she seemed to be recovering, but she suffered from another breakdown after returning to her husband.  Zelda ended up back in mental hospitals in the 1940s, and she was subject to awful treatments that did more harm than good. By the time Fitzgerald passed away in 1940, they barely spoke, and Zelda herself died in a hospital fire in 1948.   **French Riviera** Also known as Côte d’Azur, it features such extravagant locations as St. Tropez, Cannes, Nice, and several little towns frequented by Picasso (a member of the Lost Generation). It is known for being expensive, cultured, and tourist-driven.  **Handouts** *Venn Diagram*   **Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  ***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***   ***Learning Styles***  ***Clipboard:*** The information for the unit is presented in an orderly, fact-based manner and it is easy for students to follow the sequential nature of the biographical information.    ***Microscope:*** Philosophical Chairs allows students to think about the ‘why’ behind the lesson material and gives them the opportunity to investigate the purpose behind Fitzgerald’s use of autobiography.   ***Puppy:*** the class discussion is kept positive and cooperative, and the hook activity allows for interpersonal interaction and conversation.   ***Beach Ball:*** the different class activities allow for movement and variation, and brainstorming and participation are major features of the lesson.    ***Rationale:***the lesson features several different methods of presenting information about Fitzgerald’s use of autobiography that are meant to suit all of the learning styles. Each student has an opportunity to be engaged in the lesson because it combines elements of conversation, factuality, movement, and introspective thinking.   ***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  ***Formative:*** students will keep an ongoing blog throughout the unit that allows them to respond to several different aspects of the text, including the autobiographical information for this lesson. The teacher will grade the entries throughout the unit, making certain to address topics that cause confusion or need to be explored further. The beginning-to-end method of assessment lets the teacher track the progress of the students throughout the unit.   ***Summative:*** students will keep an ongoing blog throughout the unit that allows them to respond to several different aspects of the text, including the autobiographical information for this lesson. The teacher will grade the entries during the unit and also grade the blog as a whole at the conclusion of the unit, which allows the teacher to see the culmination of the students’ responses to the text from beginning to end.    ***Rationale:*** by grading the blog entries both throughout the unit and at its conclusion, the teacher can assess for understanding as the class studies the text and get a clear picture of the students’ progress as they read *Tender is the Night.*   ***Rationale:*** ***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  ***Content Knowledge:*** Zelda Fitzgerald, the Lost Generation, the French Riviera,    ***MLR or CCSS:*** English Grade 11-12, Reading-Literature   ***Facet:*** Analyze how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.   ***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  ***MI Strategies:*** Verbal, Logic, Visual, Kinesthetic, Musical, Interpersonal, Intrapersonal, Naturalist   ***Type II Technology:*** blog   ***Rationale:***the blog allows for more interactive and cooperative reading responses by the class.   ***NETS STANDARDS FOR TEACHERS*** **1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.** a. Promote, support, and model creative and innovative thinking and inventiveness  b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  ***Rationale:***  **2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.** a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  ***Rationale:*** |

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